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ABSTRACT

The purpose, operation, and accomplishments of the direct service and support programs of the Utah Schools for the Deaf and the Blind (USDB) during 1987-88 are described. The report describes Central Administration, the Support Services Division, and the Business Office of the USDB. Other chapters describe the Utah School for the Deaf and the Utah School for the Blind as separate units, focusing on their parent infant programs, outreach, extension divisions, residential and day school programs, and other activities. The functions of the Educational Support Services Division are also described, including: the audiology department, deaf-blind program, health services department, psychological services department, and Utah Project for Deaf-Blind Children and Youth. A financial statement and per-student cost data are also provided. (JDD)

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Accepting the Challenge

A PROGRAM REPORT FOR 1987-88 OF THE UTAH SCHOOLS FOR THE DEAF AND THE BLIND

EC 232151

Historical Summary of the Utah Schools for the Deaf and the Blind

The Utah Schools for the Deaf and the Blind have shared a distinguished history for over one hundred years. It reflects the strong belief of our state's early pioneers in the importance of providing quality education for all their children, regardless of disabilities, to assure that they be prepared as well as possible for the numerous challenges of an uncertain future.

The two institutions did not originate at the same time. Governor Eli Murray, in his message to the Territorial Legislature of 1884, spoke about the need for a school for deaf people. This led to the beginning of a class for deaf mutes at what then was the University of Deseret (later the University of Utah). The class began with a single student. That connection with a university, the first of its kind in the nation, was to be of lasting benefit.

Twelve years later in 1896, when Utah attained statehood, the members of the Constitutional Convention created the School for the Blind. Recognizing the appropriateness of services for both visually and hearing impaired individuals, Utah's first lawmakers established the Utah Schools for the Deaf and the Blind. They voted to give them a permanent home at Ogden's old Territorial Reform School.

Of the fifty-seven acre tract of land awarded to the Schools at that time, ten acres were reserved for classroom buildings, lawns, and recreational facilities. A large fruit orchard covered several acres. About twenty more were either cultivated or planted with alfalfa. A tract of tall poplar trees stood on the remaining land giving the campus a stately appearance.

Through the ensuing years, the Schools have had a total of nine superintendents. The superintendent administers both institutions but each has always retained its own identity, staff, programs, and budget.

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A PROGRAM REPORT

UTAH SCHOOLS FOR THE DEAF AND THE BLIND

1987-88

Thomas S. Bannister
Superintendent

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Foreword

The Utah State Board of Education is charged by the state constitution with the responsibility for the administration and general control of the Utah Schools for the Deaf and the Blind.

On behalf of the Board and as its chief executive officer, I reaffirm our pride in the Schools' distinguished history and our wholehearted support as they embrace the challenges of the present and the future.

For over a century, the Schools for the Deaf and the Blind have played a unique role in educating visually and hearing impaired youth of Utah. This report describes the purpose, operation, and accomplishments of their many direct and support programs during 1987-88. It also identifies the many ways in which the Schools are changing and progressing to enhance the quality of these services.

With members of the State Board of Education, I salute the Schools for the Deaf and the Blind as they broaden their role described by the new Utah Master Plan for Educational Services for Students with Hearing and/or Visual Impairments and strengthen direct services to their students, act as statewide resource for the education of the visually and hearing impaired, and coordinate with our educational system as more deaf and blind students are successfully mainstreamed into Utah's public schools.

James R. Moss

Chief Executive Officer
Utah State Board of Education

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Non-Discrimination Policy

It is the policy of the Utah State Board of Education and the Utah Schools for the Deaf and the Blind not to discriminate on the basis of sex or handicap in its educational and rehabilitation programs, activities, or employment practices as required by the final regulations implementing Title IX of the 1972 Educational Amendments, Title VI of the Civil Rights Act of 1984 and Section 504 of the Rehabilitation Act of 1973.

Neither does the Board policy advocate, permit, or practice discrimination on the basis of race, creed, color, national origin, religion, age, sex, handicap or any other condition as required by various state and federal laws. Equal opportunity is afforded priority in all circumstances.

All applicants for program participation and/or services have a right to file complaints and to appeal according to regulations governing these principles.

UTAH SCHOOLS FOR THE DEAF AND THE BLIND

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Message from the Superintendent

It is with pleasure that the Utah Schools for the Deaf and the Blind (USDB) is able to share the successes it has made in planning for a bright and productive future. USDB has provided many years of distinguished service to the State of Utah. The year 1987-88 found the staff and governing bodies of USDB, along with many concerned citizens, looking at ways to improve, modify, and expand the services USDB provides to the state and its students who are visually impaired and/or hearing impaired.

During the course of the 1987-88 year, consideration was given to issues which included curriculum and other programmatic concerns, facilities utilization, student transportation efficiency, staffing patterns and recruitment, employee compensation and morale, coordination with other agencies of the state, and support to teacher training programs in order to have qualified personnel to carry out USDB's missions. These were but a few of the major issues which were analyzed and resulted in long range plans for improvement.

The course has been set for USDB for several years to come. We are proud to have you read of the accomplishments of 1987-88 and look forward to sharing with you in the future the implementation of many of the plans made during this year. The challenge is now before us and with the continued support of parents, advocacy groups, our Institutional Council, the State Board of Education, and the legislature, we feel our programs will become even more beneficial to the state and the visually impaired and hearing-impaired children who live in Utah.

Thomas S. Bannister

OUR CHALLENGE:
Encouraging Achievement

UTAH SCHOOLS FOR THE DEAF AND THE BLIND

Purpose

The mission of the Utah Schools for the Deaf and the Blind (USDB) is to provide appropriate educational services to visually impaired and hearing impaired individuals from birth to age 21 and to serve as a statewide resource on topics related to the visually impaired and hearing impaired. It is the goal of the Utah Schools for the Deaf and the Blind to assist sensory impaired individuals to achieve independence and self-sufficiency to the maximum degree possible. This goal is addressed through direct services to the sensory impaired population and indirectly as a resource to other agencies serving the visually impaired and hearing impaired as well as the general populace.

Operations

Direct services are provided to students from birth to age 21 through parent-infant programs serving families of very young children on a statewide basis, residential and/or campus based programs for school age children, and extension classes for school age children located in communities throughout the state and coordinated with public school programs. Technical assistance and consultation are provided to school districts to assist them in programs serving visually impaired and hearing-impaired individuals. The USDB serves as a statewide resource for agencies serving deaf and/or blind populations by providing captioned films for the deaf and a lending center for the blind. A statewide registry of visually impaired students is also maintained at USDB.

Accomplishments

Accomplishments during the 1987-88 school year at USDB were large in scope and have implications for future directions and improvements in services to students with visual and/or hearing impairments well into the future. The 1987-88 school year was a year of planning. It was a year that, with few exceptions, led to analysis of every component of the services offered by USDB.

During 1987-88 the Administrative staff of USDB developed an implementation plan to address responsibilities assigned to our agency through the Master Plan for Educational Services for Students with Visual and/or Hearing Impairments adopted by the Utah State Board of Education in October of 1987.

Funds were appropriated in the 1988 legislative session to contract with an architectural firm to study the feasibility of combining the Utah School for the Deaf campus and the Utah School for the Blind campus. The purpose of the study was to provide alternatives for facility usage with cost estimates for code compliance and necessary upgrades.

USDB's transportation department entered into discussions with school districts and the State Office of Education in the spring of 1988 with the goal of coordinating student transportation services throughout the state to the degree possible.

The year 1987-88 was one which has set new and expanded directions for USDB.

Central Administration

Purpose

The Central Administration of the Utah Schools for the Deaf and the Blind (USDB) is composed of the Superintendent's Office with support being provided by the Business Office, the Support Services Office, and the Personnel Office. The purpose of the Central Administration is to delineate long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the Schools' major missions and goals. The Central Administration serves as a resource and support system to the various programs operated by USDB and provides leadership and direction to the agency.

Operations

With a staff of 9.5 employees the Central Administration is responsible for the overall operation of USDB. Policy decisions and procedures are implemented through this section related to the budget, purchasing, accounts payable, inventory, receiving, personnel actions, employee records, employee benefits, new employee orientation, employee development, recruitment for vacant positions, disbursement of statistical information and the direction of all school and residential programs. The Central Administration works closely with other state agencies and governmental bodies to accomplish these functions.

Accomplishments

During 1987-88 the implementation of restructured administrative support took place. Roles and responsibilities of key positions were redefined, policies were updated, procedures were put into place and initial work on others was begun. An initiative was made to improve data systems and important links with other state agencies and school districts were established. The year 1987-88 was one of new beginnings in which past practices were reviewed in light of current needs and focuses for future accomplishments were established.

Support Services Division

Purpose

The Support Services Division serves all students and staff by providing transportation, maintenance, custodial and food services. These services are an essential part of USDB's mission of providing comprehensive educational programs for hearing and visually impaired children throughout the state.

The Manager of Support Services also serves as Project Director of the Utah Project for Deaf-Blind Children and Youth whose purpose is to provide a spectrum of educational services to children with the dual sensory handicaps of deafness and blindness. The Project also provides in-service training to staff providing services to deaf-blind children and coordinates the efforts of the direct service providers around the state.

Operations

The majority of student transportation was provided through contracts in three major areas: Ogden, including Box Elder, Weber and northern Davis Counties; metropolitan Salt Lake, including Salt Lake and southern Davis Counties; and in Utah County. The three contractors were Wasatch Transportation, Inc., in Ogden; Yellow Cab Drivers' Association in Salt Lake; and Yellow Cab of Provo in Utah County.

Residential students were transported to and from their home areas on the weekend. The students were transported to nine different destinations from Logan to Orem so that they could spend weekends with their families. This was a contracted service also provided by Yellow Cab Drivers' Association.

In addition to student transportation, Support Services also coordinates staff in-state travel in cooperation with the maintenance staff who kept the vehicles in excellent repair.

Buildings and Grounds staff maintained all buildings, grounds and equipment in the best possible state of repair in order to gain the most efficient use thereof.

Food Services provided nutritious, well-balanced and attractive meals. Meals were prepared three times per day, five days per week during the school year. Meals were served to all hearing impaired, visually

impaired, deaf-blind and autistic children enrolled in the residential schools in Ogden. In addition, staff prepared noon meals for day students attending the campus programs.

Accomplishments

- Provided daily transportation to 395 children. Also, 32 children were transported on weekends; seven students were given passes so they could ride UTA transportation and 22 children received reimbursement in lieu of transportation.

- The Buildings and Grounds staff, consisting of 12 people, kept 24 buildings, 264,611 square feet, in excellent repair and cared for 64 acres of State property.

- The Food Services personnel served an average of 221 meals daily. A total of 39,847 meals were served during the school year by five employees.

- IEP's were completed for 19 deaf-blind children. Proper diagnostic and certification procedures were followed and services were instituted sufficient to carry out each child's IEP. Records of service delivery were kept in each agency as evidence that the IEP's were completed and services provided. Home services were provided to four medically fragile, severely multihandicapped deaf-blind children by interveners who assisted the parents in stimulating the children in the areas of vision, hearing and infant development.

Business Office

Purpose

The Business Office is responsible for budgets, purchasing, accounts payable, computer management and programming for Administration, receiving and inventory. Our goals both long range and short range are to provide the financial information to the Administration as needed. This is necessary to maintain an efficient operation.

Operations

With a staff of 4.5 employees, the Business Office is able to implement the policies and guidelines that have been set for us to follow. An efficient and effective program has been set up and followed by the very well qualified staff and our goals are being met.

Accomplishments

- We are processing purchase orders immediately.
- Warrant requests are being issued within 48 hours of the completion of the paperwork.
- The Business Office has been computerized.
- Supplies are moving to the users in a timely manner.

OUR CHALLENGE:

Motivating Growth

UTAH SCHOOL FOR THE DEAF

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Parent Infant Program Division

Purpose

The Parent Infant Program (PIP) is a vital part of the Utah School for the Deaf (USD). PIP extends services through USD into the homes of all identified preschool hearing impaired children (0-5 years) throughout the state of Utah.

All hearing impaired children deserve the opportunity to acquire the best language skills possible for them. The ultimate language abilities of the hearing impaired are dependent upon the age at which the hearing impairment is identified. The most crucial of the critical periods for language development is during the first two years of life. A language development program, total communication or oral, must begin in the first year of life. Therefore, early detection is of utmost importance.

Operations

The program services are based on an early childhood model with home intervention services. The major goals of the program are to make the home a linguistically meaningful environment for the child and assist the parents in working with their handicapped child. The home intervention program consists of:

Home hearing aid program
Home auditory program
Home communication program
Home language program

With consistent weekly home visits, a family may complete all phases of the program in 18 to 20 months.

Parent advisors are contracted teachers who are able to provide these services to every hearing impaired child in the state.

The Parent Infant Program served 258 families in a home based program. Thirty part-time parent advisors provided these services. The program was managed by one coordinator, one assistant coordinator, and one full-time secretary. Every parent advisor on the Wasatch Front received supervision from the assistant coordinator on a regular basis. Rural supervision was conducted by the coordinator. The program was very cost effective due to the use of part-time advisors.

Accomplishments

- To determine individual child programs, 649 staffings were conducted.
- Thirty IEP's were attended.

- Via contact with the superintendent and special education directors, all school districts were informed when a child was being served by PIP.

- Thirty newspapers in various parts of the state published articles about PIP.

- Six radio stations carried public service announcements about PIP.

- Sixty-five presentations were made to civic groups, churches, and public schools.

- Classes were taught at Brigham Young University, University of Utah and Utah State University on services provided to hearing impaired infants.

- Four 2-day in-service meetings were held for all parent advisors.

- Four 5-day in-service programs were conducted for new parent advisors.

- Sixteen faculty meetings were held with all parent advisors on the Wasatch Front.

- Two members of the staff presented papers on "Programming For Hearing Impaired Children" and "Public Awareness" at regional and national conventions.

- The coordinator of PIP met in Dallas, Texas with 30 other coordinators of parent infant programs to write a manual for directors and supervisors of parent infant programs.

- The assistant coordinator conducted 14 training workshops for other PIP programs in Wisconsin, Minnesota, Florida, Oregon, and Tennessee.

Oral/Aural—Ogden Division

Purpose

The mission of the Oral/Aural Ogden Division is to provide hearing impaired children and youth with an appropriate educational program that will address their linquistic-speech-auditory needs and is adapted to their abilities.

Operations

During the 1987-88 school year, 78 students were enrolled in the division. At the preschool/elementary level, there were 54 students in the classes in the Weber School District; an additional 12 students were housed in classes in the Logan School District. At the junior high school level, the Oral/Aural Division housed 12 students in the Weber School District. These 78 students utilized 11 classrooms in these two districts.

In providing appropriate educational services to 43 preschool/elementary hearing impaired children, the Division employed the professional services of 12 teachers. In addition 2 teachers were employed to implement the school's listening skills program which is designed to maximize each student's listening potential so that each might have an opportunity to be completely mainstreamed into neighborhood schools. These two instructors had an average case load of 13 students.

Accomplishments

- Five students were able to enter their neighborhood school and be served by their local school district.
- One student was graduated from Bonneville High School.
- The Parent Teacher Association was very successful in major fund raising projects for the students.
- The program coordinator was an active participant in the Northern Utah Curriculum Consortium and was also the school's contact person for CLOSE-UP (a study program for students in Washington D.C.). He participated in Gallaudet University's Stanford Achievement Testing study for hearing impaired students.

Total Communication—Ogden Division Day School Program

Day School Program

Purpose

The mission of the Total Communication Ogden Division is to provide an educational setting and services for those hearing impaired children and youth who either reside in regions of the state where appropriate services are not available, or who need an environment that will foster their individual needs and abilities. Also, the division provides educational services to total communication day students in the Ogden area.

Operations

During the 1987-88 school year 49 students were enrolled in the Total Communication Ogden Division. Twenty-eight of these students attended the elementary department, 13 were instructed in the academic/vocational department and 8 were either part or full-time students in the multi-handicapped department. These 49 students were taught by 10 teachers in the 3 campus departments.

The elementary department implemented the state core curriculum, plus specialized curriculum materials in language/speech/listening. The academic-vocational department teachers provided appropriate course work in selected state core curricular areas, with specialized studies in the structure and use of English. In addition students in this department were introduced to career education through class/shop instruction, as well as campus on-the-job training and advanced placement at the Ogden-Weber Area Vocational Center. Teachers in the multihandicapped department implemented the Utah School for the Deaf multihandicapped curriculum which included survival skills, independent living skills and sheltered/semi-competitive work experience. Also, a full-time listening/communication teacher, a part-time computer teacher and a part-time vocational counselor served in the elementary department.

Accomplishments

- Two young deaf people were graduated from the Ogden campus program.
- Various school-based activities were undertaken such as:
    1. A school newspaper, "The Eagle Scoop"
    2. A writing contest
    3. A spelling bee sponsored by the local newspaper
- Computer instruction was expanded to include an additional lab for word processing programs and multiple computers.

- A pilot integration program was implemented in the Ogden School District at Mound Fort Middle School and Ogden High School for Total Communication Ogden Division students.

- School sponsored activities for the community included:

    1. Sign language classes which were taught in the Fall and Spring.
    2. A sign language bookstore.
    3. Gallaudet University Day.
    4. The division hosted two Deaf Awareness Days for students from Afton High School of Wyoming.

- The division participated in a number of extra-curricular activities:

    1. Some students participated in state commercial (typing) and mime activities.
    2. Students in the Multihandicapped Department were involved in a major recreational program that stressed individual sports; namely, bowling and swimming.
    3. Students participated in a community volleyball and basketball league.
    4. Students hosted visitors from Idaho State University, Gallaudet University and Utah State University.

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Residential School Program

Purpose

The Residential School Program is designed to provide for "home-style" living for those students who either reside in areas too far from the school to make daily attendance a reasonable alternative and/or need an environment that will foster their communicative and psycho-social development.

Operation

Ten students resided in the dormitory of the Utah School for the Deaf. These students came from the following areas: Salt Lake City, Kamas, Fillmore, Payson, Ogden, Provo, and Wyoming.

The dormitory students resided in Driggs Hall Sunday night through Thursday. A staff of 4 employees (3 full-time and 1 part-time) provided supervision and educational experiences.

Accomplishments

- The dormitory students and staff organized a number of afternoon and evening social activities including Halloween and Valentine dances and trips to Salt Lake City for the purpose of visiting the Salt Palace (Golden Eagles and Christmas Program).
- The staff assisted the students in learning to be self sufficient and independent.
- The staff helped students with their homework, taught them about sports and sportsmanship, and counseled them about personal/family matters.

Oral/Aural—Extension Division

Purpose

The Oral/Aural Extension Division provides an oral option for hearing impaired children from 2.5 to 21 years of age. A strong emphasis is placed on language, speech and listening skills development both through individual tutoring and ongoing monitoring/modeling during all academic instruction. Objectives are selected from the core curriculum with the overall goal being achievement at grade level. Opportunities are provided for mainstreaming at the level at which students can succeed. Emphasis is placed on teaching skills and developing self concepts so that hearing impaired children can reach their fullest potentials, enabling them to compete and contribute in a hearing world.

Operations

The Division served 101 students. Ages ranged from 2.5 to 19 years. Students came from 7 different districts around the area. The staff included 17 teachers. One communication specialist assisted the teachers through tutoring, testing and monitoring record keeping and goals. Fifteen classrooms were leased from Granite District in 8 different schools.

Accomplishments

- Seventy-one students received reading awards this year. These students read a combined total of over 4,035 books this school year. One student read 306 books.
- Eighteen students were mainstreamed into various classes for subjects in which they could succeed. Fourteen students were mainstreamed back into their neighborhood schools.
- Three students transferred to the Total Communication Division from the Oral/Aural Division and 2 students transferred from the Total Communication Division to the Oral/Aural Division.
- The Parent Teacher Organization (PTO) put $100 toward a research project to see if a new type of earmold could benefit our students with high frequency losses.
- The PTO has been very active and involved this year. They have provided a hearing aid bank, directed the reading incentive program, directed fund raisers, printed a student directory and monthly newsletters, and have been a great support.
- Twenty-eight students were tutored in listening skills 2-3 times per week by the communication specialists and 5 students were tutored in academics 3-4 times per week.

- One student from the University of Utah completed her teacher training program and did her student practicum in the Extension Division. Two students from Utah State University and 6 from Idaho State University also did part of their student teaching in the Extension Division.

- In-service workshops were conducted for the teachers in the areas of reading and pragmatics.

- Three career ladder projects were completed:
  Reading Curriculum
  Preschool Checklist
  Language Checklist

- Teachers and students visited hearing classes in their schools and explained hearing aids and hearing losses to the students.

- The following evaluations were administered and scored:
  Grammatical Analysis of Elicited Language
  Test of Auditory Comprehension
  Students' Video Tapes
  Test of Oral Language Development
  Clark Speech Intelligibility Test
  Peabody Picture Vocabulary Test

Special Awards and Recognition

- Lorri Quigley was nominated and served as "Teacher of the Year" for the Utah Schools for the Deaf and the Blind.

- Two teachers, Kim Saul and Lynn Busenbark, were selected to do a workshop for A. G. Bell Association for the Deaf in Orlando, Florida during the summer.

- One teacher, Jeanne Haney, completed her gifted and talented certificate at the University of Utah.

- Bill Worner, an elementary teacher, wrote an article entitled, "An Inexpensive Group FM Amplification System For The Classroom." The article was published in the January, 1988 (Vol. 90 #1) issue of "Volta Review," a magazine for teachers of the deaf.

- One of our students was awarded a plaque for being on the honor roll at Churchill Junior High for four terms. He maintained a 3.8 GPA.

- Fourteen students took lessons on a musical instrument, the recorder, and performed at the final PTO meeting.

Total Communication—Extension Division

Purpose

The Total Communication Extension Division provides day services to students utilizing a total communication approach in educating hearing impaired children. The total communication philosophy incorporates speech, auditory training, speech reading, written communication, sign language plus whatever means is necessary for educating our students. Students served range in age from 2.5 through 20 years of age. Their handicapping conditions range from hearing impairment to additional handicaps such as: deaf-blindness, attention deficit disorders, learning disabled, physically disabled, autistic and intellectually handicapped.

Operation

The Division served 74 students during the 1987-88 school year. Students were housed in classes within the Granite District. There were 12 classrooms utilized.

The Salt Lake area was served by 1 program coordinator, 12 teachers and 2 listening skills tutors. Other support personnel included 8 part-time interpreters and 4 part-time aides.

The Division operated an extended school year program during the summer months. It was operated in one session. This session served 13 severely multihandicapped students who required extensive services in order to avoid regression in the social, academic, and physical areas. These 13 students required the services of teaching personnel (2 teachers, 2 aides) as well as a physical/occupational therapist.

Accomplishments

- Mandated programming for 78 students which included individual educational planning, transportation, interpreting services for mainstreamable students, etc.
- Students participated in an academic incentive program which resulted in a reward of a trip to Utah Jazz home games.
- Thirty-eight students were mainstreamed part time in the Salt Lake area and 2 were mainstreamed full time.
- Teachers participated in the following workshops:

1. Pragmatics Instruction - conducted by USDB staff.
2. CPR Instruction - conducted by Salt Lake Fire Department.
3. Association Method of Speech Instruction - conducted by USDB staff.
4. Morale/Self-Esteem - conducted by Granite School District.

- Sign language instruction was given in area public schools by the USD staff.

- USD was represented at a Daniel Ling Workshop held in Phoenix, Arizona. Two teachers represented the Total Communication Division.

- Twelve students received OT/PT services.

- USD was represented at Gallaudet during the summer of 1988. Three teachers represented the Total Communication Division by participating in a computer or math workshop.

- One teacher completed a Master's Degree and 1 received additional certification to teach intellectually handicapped students.

- The Total Communication Division was represented on several committees:
  - IAPD (International Association Parents of Deaf)
  - UEA (Utah Education Association)
  - Career Ladder
  - Parent Coalition
  - Reading Curriculum Committee

- Five students participated in a project sponsored by the Children's Museum of Salt Lake.

- One junior high student participated on the basketball team at Bonneville Jr. High.

- Three students participated in a "LOGO" Computer contest sponsored by USDB.

- One student participated in a gifted math program at Crestview Elementary.

- One high school student won 2nd place for a poem she wrote for a fair sponsored by the Alexander Graham Bell Society.

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Outreach Division

Purpose

The Outreach Division provides direct educational services to hearing impaired students age 2-1/2 to 21. The Outreach Division maintains extension classes housed in local district schools in order to provide a community-based program. Students within the Division required extensive and unique educational programming which was, according to the IEP, determined to be unavailable or inadequate within the local district. The Outreach Division provided cost effective and appropriate placement to 69 of these low incidence hearing impaired students.

The main focus of the educational programs of the Outreach Division is the development of language and communication skills through a child centered approach that provides a continuum of placement options in oral and total communication methodologies.

Operations

The Outreach Division operated classrooms located in Orem, Mapleton, Delta, Richfield, Moab and St. George. Sixty-nine students were served by 9 teachers in Utah County, 1 teacher each in Millard, Sevier, Grand and Washington counties. One speech and listening skills specialist served primarily in the Utah County area. One program coordinator supervised this geographical area.

In addition to the self-contained program 23 students were provided consultant service by the rural teachers in Moab, Richfield and St. George.

Accomplishments

- Eighteen students were provided additional speech and listening instruction after the normal school day by Utah County teachers at no cost to the parents.
- Four students mainstreamed full time into their neighborhood schools.
- Staff provided in-service workshops and consultation to teachers in Washington, Grand, San Juan, Uintah, Wasatch, Alpine, Provo and Iron School Districts.

Curriculum Division

During the 1987-1988 school year the areas of curriculum development, library/media services and instructional technology were supervised by 1 program coordinator. The services provided by these groups to students at the Utah Schools for the Deaf and the Blind are listed below under separate headings.

Curriculum Development Department

Purpose

The Department of Curriculum Development was established in 1987-1988. Its main purpose is to provide services to staff members in the area of curriculum development, SAT scheduling, information on post secondary programs, and professional development.

Accomplishments

- Curriculum development during the 1987-88 school year focused on the revision of the USDB reading curriculum. A committee of faculty members was selected which represented the varied grade levels and departments. The committee met regularly from November until early June.

- During the summer a textbook selection committee composed of faculty members reviewed math and science materials/textbooks. The target populations were defined and after meeting with local book publisher representatives, recommendations were made to the Administration at the August USDB Institutional Council meeting.

- At the close of the school year, the text books located in Salt Lake were reviewed to eliminate books older than five years or books that were no longer being used.

Library/Media Services Department

Purpose

Library Services offer direction and assistance in planning, selecting, and providing instructional media suitable for the hearing impaired. The media collection contains special formats such as captioned films, non-verbal films, captioned video, captioned filmstrips, high interest/low vocabulary material, signed English children's books as well as a professional library of books and materials for teaching the hearing impaired.

Operations

Library services are available through two resource centers. One center is housed on the campus of the Utah School for the Deaf in Ogden, and the other center is located at the extension office in Salt Lake City. These two centers serve the teachers and students located in Ogden, Salt Lake, Orem, Richfield, Delta, St. George, and Moab, as well as the parent advisers involved with the Parent Infant Program.

Accomplishments:

- The National Captioning Institute donated 3 captioners to use in our school program. This made it possible for the high school in particular to use close captioned programs. It also made it possible for parents to borrow a captioner for a trial period.

- A grant from the Utah Library Commission provided two television/VCR combinations for use in the classroom and six filmstrip viewers to replace some outdated equipment. They also provided 6 amplification devices that can be used with language masters or tape recorders.

- Plans were implimented to make classroom visits in Ogden, especially to the mainstreamed classes. Classroom visits were continued in Salt Lake and the Outreach Division. These visits have made the materials in our collection more accessible and have also provided input for additions to our collection.

- Additional filmstrips and captioned videos were purchased and the removing of outdated filmstrips was begun. Beginning-to-read books and high interest young adult books were added to the collection.

- Microscopes, electricity kits, physics kits, and other science materials were added to the collections in Salt LAke City. There has been a high demand for these materials.

- Story times were used in both Ogden and the Extension areas to introduce the children to various types of literature and to interest them in reading.

Instructional Technology Department

Purpose

A position for an instructional technology coordinator was established in 1987-1988 in accordance with state requirements. The main purpose of this position is to integrate computer technology into the educational curriculum. One of the major methods for doing this is by developing the staff's skills in computer technology.

Operation

Sixty classes in 35 schools throughout the state currently have computers placed in them. The computer coordinator made regular visits to provide support in the areas of training of both teachers and students on the use of particular software and hardware, hardware maintenance and dispensation of computer supplies.

The instructional technology coordinator established, maintained and monitored the budget in this area and kept an inventory of existing equipment, equipment repair and purchases made.

Accomplishments

- Establishment of 3 software lending libraries in Ogden and Salt Lake City.
- Copying and distribution of 30 new MECC software titles to the lending centers.
- Training of 37 teachers on word processor. Twenty-two of those teachers were also trained in the use of data management and spreadsheet software.
- Upgrading of all computers purchased prior to 1987 to include two disk drives, 80 column monitors, and 128K memory to allow the use of more sophisticated software.
- Establishment of a monthly schedule of classroom visits in order to provide support services.

OUR CHALLENGE:

Building Confidence

UTAH SCHOOL FOR THE BLIND

Outreach Division
Parent Infant Program

Purpose

The Utah School for the Blind (USB) Parent Infant Program (PIP) serves sensory impaired infants and young children, birth through 5 years of age throughout the state. These children may be visually impaired, blind, deaf-blind, or multihandicapped with a visual disorder.

Operations

The children and families are served weekly for a one-hour visit in their home, eleven months of the year. The USB parent advisor assists the family in understanding and accepting the child's disorder, teaches the family and models how to stimulate and work with the child to enhance continued development.

After referral to the program and identification of the visual loss, the child is assessed and an IEP is written. The basic assessment and curriculum tools used by the PIP program are "Vision-Up" and the "Insite" checklist and curriculum. These are supplemented by many other sources, i.e., HELP Activity Guide, Barraga's "Program to Develop Visual Functioning," etc. These supplemental sources have been compiled and referenced in a "Visual Development Sequence" manual.

The parent advisors reflect a broad background of expertise and knowledge. Many are educators; some with endorsements in special education, visually impaired, hearing impaired and language disorders. Others reflect background in early childhood education, social work and medical fields such as nursing. Most are parents themselves. The components that bring them together is their love of young children and their families and their desire to assist them.

The Program is a segment coordinated by the USB Outreach Coordinator. Two part-time assistants take the responsibility of parent advisor supervision and training. Twenty-seven parent advisors provided service throughout the state in both rural and urban areas to the 245 infants and young children served throughout the year.

The parent advisors receive specific training through in-service training and workshops. Specialists, such as ophthalmologists, optometrists, occupational and physical therapists, orientation and mobility specialists, vision skills specialists and multihandicapped and severely multihandicapped specialists all contribute to the training process.

The lending center at USB makes available on a loan basis, materials, educational toys and equipment to parent advisors and the families they serve. A resource library of professional publications and excellent parent reference materials are also made available.

Accomplishments

- The Program provided early intervention for 245 visually impaired infants and young children while assisting the families with emotional support and skills to cope and deal with parenting a handicapped child.
- The 2 Outreach assistants visited 27 parent advisors in their locations and were able to observe 245 children and make recommendations for their program.
- The parent advisors assisted the families in identifying educational options and assisted 40 school districts in adhering to PL 94-142 to insure appropriate school placement in the least restrictive environment. School district programs, USB developmental preschools or USB day or residential programs were options for school placement.
- A program outing was held for 90 children representing 40 families at Wheeler Farm in SLC. The activity provided sensory experiences for the children and gave families exposure to other visually impaired children and the opportunity for interaction to develop a support system among parents.
- All 27 parent advisors participated in a "Make-It" workshop to make and adapt appropriate materials for working with visually impaired young children in the homes.

Teacher Consultant Program

Purpose

The Teacher Consultant Program is a service provided to assist school districts in educating visually impaired students. The purpose for this service is to provide consultation and support to classroom teachers and staff in understanding the child's eye disorder and its effect on learning and to make appropriate recommendations for adaptations to meet the students' needs due to low vision or vision loss.

Operations

The teacher consultant works with the visually impaired student individually on a limited basis as determined by need. The teacher consultant addresses and works with the student on areas of learning not usually provided in the mainstream classes, i.e., appropriate social skills, self-help skills, vision training and usage, orientation and mobility skills, adaptive equipment usage, listening skills, organizational skills, handwriting, braille, etc.

The teacher consultant assists district programs in implementing a vision stimulation and usage component to center-based schools or self-contained classes for multihandicapped and severely multihandicapped visually impaired students. Vision stimulation equipment contributes greatly to vision awareness and the learning of vision usage.

Materials and equipment for visually impaired students are loaned to districts on a short-term basis through the USB lending center. Adapted textbooks, either large print or braille, as available, are provided through the American Printing House (APH) federal monies quota account or private sources as warranted.

The teacher consultant program served 151 visually impaired students during the year with 124 enrolled as of June 30th; 11 teacher consultants were contracted to provide service in 18 school districts, mainly in the rural areas of the state. As no formal visually impaired endorsement programs are presently available, USB, through in-service and training workshops, specially trained the teacher consultants, who are certified elementary, secondary or special education teachers, to consult on and work with visually impaired students. Also, two districts' itinerant teachers were in the visually impaired training program but were employed directly by the school districts. Special education teachers, classroom teachers and aides have also participated in the training sessions as appropriate to their particular situation and need.

The teacher consultants come onto the Ogden site for in-service training three times a year. The coordinator of the Outreach Program visits each teacher consultant onsite once yearly or more often as needed for new trainees to supervise the teacher consultants and makes recommendations for the visually impaired students' programs in the schools.

The Program provides one aspect of the full continuum of service in supporting the student living at home and, for the most part, attending the neighborhood school, while receiving support services for their particular needs due to vision deficit.

Accomplishments

- The Program has grown to include low vision students with visual difficulties previously unidentified or not provided with a support program. Many of the students were thought to be slow learners until vision loss was identified and adaptations provided.
- A proposal for donated monies resulted in the award of $10,000 to USB by the Eccles Foundation. The discretionary monies were to be used for medical eye exams and prescribed lenses, as well as the purchase of equipment specifically used to promote vision stimulation and usage.

- The USB orientation and mobility specialist provided instruction to 13 students in their local schools and neighborhoods through the cooperation of the school districts and USB in providing traveling expenses.

- All teacher consultants participated in intercollegial visits; teacher consultant visiting another teacher consultant's area and students to receive further training, understanding and sharing of ideas in working with visually impaired students.

- All teacher consultants participated in the "Introduction to Braille" and "Advanced Braille" university courses. These courses contribute to their training in the understanding and teaching of braille skills to students as needed in their outreach areas of the state. USB provided the instructor and the individuals were responsible for their own minimum registration fee.

Ogden Division
Day School/Residential School Program

Purpose

The Ogden Division serves visually handicapped and blind children from age three in the preschool to age 21 at the secondary level. Multihandicapped or severely multihandicapped students may also be served if their primary difficulty is vision loss. Part-time placement at a local elementary, junior or senior high is available for students who are preparing to mainstream. The philosophy of the school leads the academic student toward placement in the neighborhood school when the student has developed sufficient basic skills to begin the integration process. Multihandicapped children may remain in academic placement until such time as vision stimulation has been sufficiently addressed and they can benefit from another program or until they are prepared through prevocational classes to enter a vocational program.

Operations

Students attending the Ogden campus may come from any of Utah's 40 local school districts or occasionally from neighboring states. The campus includes a residential component which allows students, whose own district does not have sufficient numbers to provide a vision program of its own, the opportunity to be involved in a total vision program. Local area students who require concentrated instruction in braille, orientation and mobility, daily living skills, etc. may also attend in order to receive this specialized instruction. Such a center-based program provides students with a sound foundation on which to build when they are mainstreamed.

The Ogden Division's October enrollment was 52 students with a high point of 54 in December. With turnover during the year, the school served a total of 60 students. The staff consisted of 10 teachers, 3 specialists, 1 program coordinator and 1 secretary. Orientation and mobility, communication disorders, and deaf-blind education are all adressed by these 3 specialists. Instruction may be given directly to students or through consultations with parents and/or teachers. OT/PT services are provided through a contract with Sports Medicine staff.

The program coordinator also supervised the dormitory coordinator and the Autism Program leadership. The dormitory served 23 students in October with the high point of 25 in December. The total number of students served was 36. The dormitory was staffed with 8.8 FTE dormitory counselors and 1 supervisor. The Autism Program was staffed with 2 teachers and 6 FTE developmentalists. The total number of students served was 10.

The lending center and library continue to have an integral role in the school's program. During the previous school year the itinerant teachers in the public schools began sending braille and large print texts that were not in use to USB for inventory and housing in order to better use American Printing House funds, and to assure that students have the texts that they need. In addition, the lending center sent materials throughout the state to students, parents, and school district. Materials distributed included closed circuit televisions, braille writer, and developmental toys.

To augment the regular nine-month school year, students who were severely multihandicapped were served in their home during a six week period this summer. The goal was to assist the students to maintain their level of functioning without regression.

Accomplishments

- During the 1987-88 school year 36 students in residential care experienced the highest degree of environmental exposure ever recorded. Each student participated in an activity outside of the dorm at least once per week. The coordinator of dormitory programs also used numerous volunteer groups to supplement her staff in providing activities for students both in groups or individually. Following the "Teaching Research Model," staff training was undertaken and provided the basis for dormitory organization and programming.

- Classroom instruction was enhanced greatly during the year by more than 65 fieldtrips taken by groups from the school. Especially rewarding were the trips that severely multihandicapped students took into the environment. Students also participated in excursions to the circus (5 families), ice skating (37 students), a professional basketball game (14

students), fishing (60 students), etc. During the year students in the dormitory had 149 outings. Usually only 10 or 11 students attended each outing so more individualized attention could be given to each child.

- Partial mainstreaming continued during the school year with 6 students going to Ogden District, specifically, Horace Mann Elementary and to Hillcrest Elementary. As a result of the experiences, 4 of the students were mainstreamed into their home district.

- IEP development with parents and district personnel present continued to be the focal point of the spring student review and preparation for the following year's student program. Seventy-two IEP meetings were held during the year. Appropriately prepared students, those moving to new communities or programs, continued to move into the mainstream or other specialized programs and allowed the division to reduce 1 teaching position for the upcoming year. Total number of teachers at the end of the school year was 9.

Autism Program

Purpose

The Autism Program is an intensive, short-term, five-day-per-week residential program. It serves autistic children 3 through 21 years of age with severe behavior problems. Children requiring a highly structured, restrictive, twenty-four hour program within a residential setting may be placed through the IEP placement process. School districts may refer very difficult-to-manage autistic children to the program by contacting the intake/placement specialist or the program coordinator. An interdisciplinary team, comprised of the program coordinator, the dormitory coordinator, the Autism Program intake/placement specialist and the classroom instructor review applicants for admission. An IEP team then convenes to decide the placement for children recommended for admission.

In the IEP the primary emphasis is placed on behavioral improvement required to place the child back in the home or a less restrictive residential and educational setting. Twenty-four-hour programming makes possible intensive instruction in the following goal areas: living skills, language, leisure skills, community-based activities, family training, social and attending skills.

The Autism Program provides a unique service to the state of Utah. It is the only program in the state offering a 24-hour uniform behavioral treatment under one administration. This allows for an extremely high degree of consistency yielding rapid behavior modification of very difficult-to-change behaviors. A staff to child ratio of 1 to 2 improves

the chance of positively impacting the children served. For parents of these very difficult-to-manage children the Autism Program represents an alternative to institutionalization, a very real possibility for remediation of destructive, aggressive, hyperactive and other excessive behaviors, and movement toward independence.

The program focuses on follow-through after transition from its intensive treatment approach thus increasing the chances of success for the child, the family and the receiving school.

Operations

Beginning in October, 9 students were enrolled; the highest enrollment was 10 students in June. The Autism Program served 15 children from Wasatch Front districts, as well as Cache, Logan and Sevier districts. This center-based program also provided students with 6 weeks of continued skill development program during the summer. The IEP goals, which were determined for each student during the regular school year, continued to be addressed by both the classroom and dormitory staff.

At full capacity, staffing of 1 teacher/staff supervisor, 1 communication specialist, intake/placement specialist, 6 FTE aide positions provide intensive programming for up to 10 severely behavior-disordered autistic children during the school day. After school, 1 dormitory coordinator, 1 lead dormitory counselor and 5.43 FTE dormitory counselors continued the same level of behavioral and habilitative programming.

Accomplishments

- The professional staff have assisted 5 school districts with the placement and transition of students returning to their programs. This has required many hours of effort but has resulted in a high ratio of success.

- The staff consulted with LEA teachers, coordinators and parents to provide follow-up services to improve the chances of success in the home and school after exit from the Autism Program.

- The professional staff have consulted with 6 LEA teachers to assist with the academic learning and behavior management of students referred but not eligible for services at the Autism Program.

- All teachers have implemented training received in the "Teaching Research Model" (TRM) for instruction in communication skills, self-help, leisure skills, functional academics and behavior management, and data collection.

- The residential program has provided community-based activities twice each week to teach the children to behave more appropriately in such settings, to expose the children to settings in which generalization of functional skills is necessary and to practice these skills.

- Fifteen family training and home visits have been given by staff in order to increase the child's success in the home setting.

- Uniformity of programming has been upgraded through the use of TRM programming in all settings including the children's homes.

The use of video-taped school and home sessions has greatly improved the school/dorm and home communication and training. Parents are able to see how programs are carried out. They can also send samples of behavior problems occurring at home for suggestions from the Autism Program staff.

Extension Division

Purpose

The Extension Division is designed for students who need concentrated instruction not only in academia and prevocational training but in skill development, specific to the visually impaired and blind. The center-based concept provides for the students' needs while at the same time allowing them to remain in their home, where they may receive the support of the family association. Students ranging from three years of age in the preschool up to those in the sixth grade are served along with the severely multihandicapped and deaf-blind. Students who are beyond the sixth grade level and in need of a prevocational program are also involved. Daily transportation to and from school throughout the Salt Lake Valley and Utah Valley helps to meet the needs of many children. The special training specific to the needs of these visually impaired and blind students may include orientation and mobility, occupational or physical therapy, and speech therapy.

Operations

There were 11 classes in the Granite District and 2 in Alpine District. The Division served 68 students in October, the highest total for the year. With the turnover during the year, the total number of students served during the year was 77. There were 13 instructors and 1 specialist serving the students supported by a program coordinator and a secretary. In addition to the regular nine month school program, severely multihandicapped students receive six weeks of in-home service during the summer months to assist them in maintaining functional skill levels.

Accomplishments

- Seventy-seven IEP's were held for students during the annual review and for new and existing students. Along with parents, school district representatives were involved in developing appropriate programs for the students.

- Many new and exciting things happened in the Orem area this past year. Special attention was brought to our program by one of the students in the Alpine School District when she won an area speech competition on the subject of the Constitution. The highlight came when she spoke before a school assembly that was attended by the Lieutenant Governor.

- In Alpine District last year students from BYU did their student teaching in physical education.

- Many educational experiences were developed not only for the students but also for the teachers. Many of our SMH teachers received extra opportunities by taking classes from the "Teaching Research Model."

- Teachers and the coordinator worked closely within the schools our students attended on a "partners" program. The program consisted of students from our school and the host school working together in different educational areas.

- Our children participated in various field trips, the Blind Special Olympics in California, Ice Capades, swimming at a local school, a Christmas decoration party sponsored by Zion's Bank, and many other activities.

- Our program continues to be the recipient of monetary gifts from families and interested parties such as the Boy Scouts of America. These interested and concerned people/organizations have donated classroom equipment, time, and their special skills of interest/expertise.

OUR CHALLENGE:
Improving Independence

EDUCATIONAL SUPPORT SERVICES DIVISION

Audiology Department

Purpose

Audiological services are provided on a full-time basis to all hearing impaired students in the Schools for the Deaf and the Blind in all locations. This includes audiometric diagnostic testing, hearing aid evaluations and prescriptions, recommendations for preventative and therapeutic services, parent counseling, in-service training of staff, agency referrals, school orientations and locating, identifying and evaluating hearing impaired children throughout the State. Also, home visits and state trips are made by staff of this department for the purpose of school admissions for new students. University students in audiology are trained in this section.

Operations

During this school year 367 USD students statewide were evaluated audiologically at least one time, 93 USB students were screened for hearing problems, and follow-up procedures were completed.

The department provides a hearing aid maintenance and repair service for USD loaner hearing aids, and auditory training equipment. The loaner bank currently has 525 hearing aids on inventory. In addition, many student-owned hearing aids are repaired as needed.

Accomplishments

- During this period the Mobile Testing Clinic, which was donated by the Utah Elk's Association, made 13 trips throughout the state evaluating children in outlying communities. On these trips, 363 individuals were evaluated including USD class students, referrals from local school districts, and adults from the Elk's Association. A total of 2,577 tests were completed including hearing tests, hearing aid tests, tympanograms, and hearing aid analysis.

- One of the audiologists served as the foster home coordinator. There was a total of 15 USD students placed in foster homes. Appropriate home visits, counseling, and contractual arrangements were completed during the year.

- The head of the Audiology Department coordinated the provision of psychological services through a private contractor. He provided schedules of students who needed psychoeducational testing and arranged for review of previous records with the contracted psychologist.

Deaf-Blind Program

Purpose

The Deaf-Blind Program provides curriculum materials and support to the classroom teacher, parents and dormitory program as reenforcement for the student in the classroom.

Operations

The deaf-blind specialist certifies that the children are deaf-blind and assesses their needs. The specialist provides curriculum materials and assists in the use of the materials. The specialist regularly visits the classrooms in the areas where deaf-blind children are located. During this year the following areas were served: Logan, 1 school and 1 student; Salt Lake, 4 schools and 12 students; Orem, 1 school and 1 student; Ogden, 2 schools and 8 students.

Accomplishments

- Certified 7 students as deaf-blind.
- Recertified 4 students as deaf-blind.
- Compiled manual for teachers of students who were deaf-blind and/or severely multihandicapped.
- Provided diagnostic assessment and compiled reports for 11 children.
- Presented workshops and in-service training as well as consultation to staff and school district personnel.

Health Services Department

Purpose

Health Services coordinates, supervises, and provides health services to deaf, deaf-blind, blind, and autistic residential students 24 hours a day, 7 days a week. Health Services personnel provide nursing care for first aid treatment, assess and treat illness, set up and supervise the dispensing of medications, perform prescribed treatments, counsel and supervise special diets, and enforce immunization laws. They are also responsible to conduct fluoride programs and perform physical assessment screening for visual acuity, scoliosis, blood pressure, growth patterns, and dental needs. Personnel transport students to hospitals, clinics, doctor's office and emergency medical appointments, assist in audiological and ophthalmological procedures, and monitor and assist in care of students with special disabilities. They also arrange, teach, and conduct assemblies, workshops, classes and programs on health and safety for students, faculty, dormitory staff and parents. Limited health services to day students and extension classes are provided as well as staff attendance at IEP conferences, staffings and faculty meetings. Personnel maintain student medical records and policy, purchase medical supplies, and correlate health care with the school physician. The head nurse also supervises part-time R.N.'s as well as nursing students in clinical experience from Weber State College.

Operations

These health services are provided more in depth to students in residential settings and Ogden Campus schools, with more limited services provided to extension classes in the Wasatch Front schools. These services are provided by 1 full-time registered nurse, and 1 half-time registered nurse.

Accomplishments

. Number of students served:	510
. Number of times health services were rendered by staff:	12,860
. Number of students receiving physical assessment screening with follow-up:	485

Psychological Services Department

Purpose

The Psychological Services Department performs individual psychoeducational evaluations of students, a high percentage of whom are multihandicapped. Psychologists also provide classroom observation as well as consultation with parents, teachers, students, administrators and dormitory personnel. Conducting parenting sessions and assisting in parent advisor training are done for the PIP programs sponsored by USDB, as was assistance in the training of teacher consultants for USB's Outreach Program. Cooperating with academic and special services staffs to develop appropriate IEP's and school programs is done as requested.

Operations

Psychological services were completed through a contract with Behavior Management Company and a former USDB psychologist.

Accomplishments

- During the 1987-88 school year, a total of 206 in-depth evaluations were completed on deaf, blind, and PIP students.
- The contractual psychological testing was completed before the end of the school year, which brought USDB into compliance with state and federal regulations for 1987-88.
- Many consultations were held with parents, teachers, students and administrators.

Utah Project for Deaf-Blind Children and Youth

Purpose

The manager of the Support Services Division served as project director of the Utah Project for Deaf-Blind Children and Youth whose purpose is to provide a spectrum of non-mandated educational services to children with the dual handicaps of deafness and blindness. A new component of the Project is the home intervener program in which a person from outside the home comes in to provide sensory stimulation and infant development support for the child. The Project also provides in-service training to staff providing services to deaf-blind children and coordinates the efforts of service providers around the state.

Operations

The Project, funded in the amount of $103,098, by federal dollars, provided direct educational services to 25 severely sensory impaired children ages birth through 4. The children were served at home and in school district programs, in multi-district programs and state operated programs for the handicapped.

Accomplishments

- Twenty-two IEP's were conducted for deaf-blind children who were served in center-based programs.
- Three children were served at home through the home intervener.
- All 25 children were properly diagnosed and certification was provided that each child served met the federal requirements for inclusion in the Project.
- All 25 children were served in an educational setting which was appropriate to their needs.
- Records of service delivery were kept in each agency as evidence that the IEP's were completed.

OUR CHALLENGE:

Learning to Succeed

UTAH SCHOOLS FOR THE DEAF AND THE BLIND

Financial Statement 1987-88

Revenue		
Uniform School Fund.	$6,702,198.00	
Dedicated Credits	559,169.00	
Land Grant Interest	73,414.00	
Accounts Receivable	90,312.00	
Beginning Non-Lapsing Balance	278,188.00	
TOTAL REVENUE	**$7,703,281.00**	
Expenditures		
Administration:		$ 560,902.00
Personal Services	$ 421,081.00	
Travel	11,157.00	
Current Expenses	109,655.00	
Data Processing	9,002.00	
Capital Outlay	$ 10,007.00	
Resident Care:		$ 548,638.00
Personal Services	$ 517,789.00	
Travel	1,917.00	
Current Expenses	$ 28,932.00	
Instruction:		$ 5,052,363.00
Personal Services	$3,661,575.00	
Travel	9,814.00	
Current Expenses	1,342,310.00	
Data Processing	16,584.00	
Capital Outlay	9,675.00	
Loan Repayment	$ 12,405.00	
Buildings and Grounds:		$ 596,125.00
Personal Services	$ 350,679.00	
Travel	119.00	
Current Expenses	224,355.00	
Capital Outlay	$ 20,972.00	
Outreach:		$ 567,119.00
Personal Services	$ 458,576.00	
Travel	64,905.00	
Current Expenses	41,533.00	
Data Processing	$ 2,105.00	
Expenditures		$7,325,147.00
Ending Non-Lapsing Balance		9,634.00
Transfer to DFCM		368,500.00
TOTAL EXPENDITURES		$7,703,281.00
Balance:		-0-
Donated Funds:		
Received 7/1/87 - 6/30/88		39,236.00
Expended 7/1/87 - 6/30/88		31,741.06
Balance		$ 7,494.94

Summary of UTAH SCHOOLS FOR THE DEAF AND THE BLIND

Accomplishments—1988-88

- 498 school-age students served directly.
- 259 children served through Parent Infant Programs.
- 126 school-age children served through consultation to local school districts.
- 47 students mainstreamed into public school programs.
- Served an instrumental role in the development of a "Master Plan for Educational Services for Students with Hearing and/or Visual Impairments," approved by the Utah State Board of Education in October, 1987.
- Developed an implementation plan to carry out the "Master Plan."
- Received funding from the legislature to study the feasibility of campus consolidation.
- Began efforts to coordinate transportation with LEA's.

Proportional Expenditures of Funds—1987-88

Administration	7.6%
Direct Instruction to Students Age 5-21	52.0%
Transportation	8.3%
Buildings and Grounds	9.6%
Residential Dormitory Care	3.4%
Audiology, Psychology, Medical, etc.	2.4%
Deaf Parent Infant Program	3.3%
Blind Parent Infant Program	2.4%
Teacher Consultant Program	1.9%

USDB Expenditures Compared with Level 5 Weighted Pupil Unit (WPU)

USDB Expenditures in Areas Approved Under Level 5 WPU Funds:

Personnel	$2,899,405
Other	442,839
Total Funds	3,342,244
Less Federal Funds	376,207
Net Funds	2,966,037

USDB Enrollment ages 3-21	498
Level 5 WPU cost per Student (2,966,037 ÷ 498 = 5,956)	5,956

School Districts receive:

Per Level 5 WPU	6,022
Level 5 self-contained classroom	1,214
Total Level 5	7,236

USDB IS $1,280 PER STUDENT OR 21% MORE EFFICIENT

(continued)

Professor Henry C. White of Boston, a graduate of the Columbia Institution for the Deaf and Dumb in Washington, D.C. (now Gallaudet University) was the School for the Deaf's first teacher and principal. By the end of 1884, the class of one had grown to fourteen. Frank W. Metcalf, a former teacher of the Kansas Institution for the Deaf and Dumb, succeeded White as principal in 1889. In 1889 Metcalf became the first superintendent of the Schools and served in that capacity until 1901.

Subsequent superintendents of the Schools for the Deaf and the Blind were Frank M. Driggs (1901-1941); G. Oscar Russell (1941-1942); Boyd E. Neilson (1942-1954); Harold W. Green (1954-1959); Robert W. Tegeder (1959-1978); Harlan M. Fulmer (1978-1983); George G. Howell (1983-1987); and the present superintendent, Thomas S. Bannister.

The two Schools demonstrate the dramatic changes that are taking place in education for persons with deafness and blindness. Innovative new devices and teaching strategies are becoming realities. Educational programs reach from parent-infant intervention to specialized long-term services through age twenty-one.

The courageous spirit that provided a national model for early intervention is forging the way in training the deaf and the blind to be self-reliant and contributing citizens of their communities. Outreach and mainstreaming efforts offer to deaf and blind students of Utah, an education whereby each individual can progress toward his or her highest potential.

Today, the Schools for the Deaf and the Blind stand as a proud symbol of Utah's educational heritage and enthusiastically contemplate the challenges and rewards that lie ahead in their second century.

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UTAH SCHOOLS FOR THE DEAF AND THE BLIND

ACADEMIC VOCATIONAL PREPARATION

846 Twentieth Street
Ogden, Utah 84401

STATEWIDE SERVICES THROUGH UTAH SCHOOLS FOR THE DEAF AND THE BLIND

Thomas S. Bannister, Superintendent

UTAH STATE BOARD OF EDUCATION 1896

James R. Moss
Chief Executive Officer
State Superintendent of Public Instruction